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2.MD.8

Can you show two different ways to make one dollar?

Use pictures, numbers, and/or words to show your thinking.

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Use pictures, numbers, and/or words to show your thinking.

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| Teacher notes:  Count money by combinations of coins and bills through 5 dollars.  Students who demonstrate mastery can easily identify both sides of coins/dollar bills and can apply skills such as skip counting to help them find the total amount of money. They can also show each money amount in two different ways.  Students may draw pictures (i.e. a circle with a d or a 10 inside for a dime) or use numbers to find the total amount.  Some students may need money manipulatives.  Some students may think that bigger coins are worth more (i.e. they may think the penny is a dime and worth 10 cents).  Students who demonstrate partial mastery may show each money amount only one way, or they may show the same way twice. |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |